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ABSTRACT

A decade ago, California's community colleges were the nation's undisputed leaders of community college education--unparalleled in access, quality, diversity, and size. Today, these institutions are deeply concerned with inadequate and unstable funding, declining enrollments, skepticism about the quality of programs, and students' lack of collegiate skills. A look at the history and development of the community college offers some enlightenment regarding the present situation, in that many of the same questions regarding mission and function have been asked throughout the 75-year history of the community college in California. Adding to the confusion about community college mission are governance structures that harken back to the days of affiliation with high schools; plus a board of governors with awesome responsibilities and limited authority; a chancellor's office that is completely controlled by the state's civil service bureaucracy; and a vast number of college presidents, district chancellors, trustees, and special interest groups adding to the administrative hodgepodge. The development of a "system" of community colleges in California could be promoted by the following: (1) the state should retain plenary control, making broad decisions regarding mission, expectations, intersegmental relations, finance mechanisms, and revenue appropriations; (2) the community college system should have a shared governance structure, with the board of governors providing leadership, direction, and oversight; and the colleges operating under districts/regions, being primarily responsible to their communities and the board of governors; (3) each college should devise a charter outlining the participation of faculty and students in institutional governance; (4) policies and procedures concerning faculty tenure, evaluation, ranking, and qualifications should be modified; and (5) departmental and college curriculum committees should propose, initiate, and design all new courses and programs. Educational quality in the community colleges can also be promoted through increased emphasis on academic standards, partnership and collaboration among all levels of California education, and renewed concern with providing a liberal arts education, while affirming the commitment to vocational preparation. (EJV)

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"COMMUNITY COLLEGE EDUCATION IN THE NEW MILLENIUM"

BY JOSHUA L. SMITH

CHANCELLOR

CALIFORNIA COMMUNITY COLLEGES

THE HOWARD BOWEN LECTURE AT THE

CLAREMONT GRADUATE SCHOOL OF EDUCATION

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IF THE TITLE OF MY TALK SEEMS A LITTLE GRANDIOSE, I BEG YOUR INDULGENCE, FOR IT IS MEANT TO DO A COUPLE OF GRANDIOSE THINGS:

NUMBER ONE, SEPARATE MYSELF FROM THE PACK OF SPEAKERS, PRESENERS, LECTURERS, COLUMNISTS, EDITORIALISTS AND THE LIKE WHO, THROUGH SHEER OVERUSE OF THE WORDS "TWENTY-FIRST CENTURY," HAVE MANAGED TO TURN THE FUTURE INTO A CONCEPTUAL CLICHE; AND

NUMBER TWO, I INTEND TO CONVEY THROUGH THE TITLE THAT, JUST AS THE OLD MEDIEVAL UNIVERSITIES ARE THE TEMPLES OF LEARNING WHICH HAVE WITNESSED IMPASSIVELY THE EVOLUTION AND CONVOLUTIONS OF WESTERN CIVILIZATION, SO ARE THE MODERN COMMUNITY COLLEGES NATURAL REPOSITORIES OF THEIR MILLENIAL IVY AND AN EXAMPLE OF TRADITION TRANSMUTATING TO SERVE THE EDUCATIONAL NEEDS OF THE AGE OF TECHNOLOGY.

LOFTY WORDS, THESE. WORDS TO MAKE THE CYNICS AMONG US SHUDDER WITH ELITIST CONTEMPT.

IS THIS MAN REFERRING TO COMMUNITY COLLEGES? OUR COMMUNITY COLLEGES? YOU MAY ASK IN DISBELIEF. WELL, I AM NOT POLLYANNA AND I AM REFERRING TO COMMUNITY COLLEGES, AND THAT INCLUDES CALIFORNIA'S 106 COMMUNITY COLLEGES.

IF YOU ARE EXPECTING TALES OF WOE AND CONDEMNATION, YOU WILL BE DISAPPOINTED. AS A TRADITIONALIST, I REFUSE TO JOINT THE CHORUS OF THOSE WHO, IN THE NAME OF REFORM, WOULD DESTROY THE CHARACTER

OF THESE FINE HOUSES OF HIGHER LEARNING. BUT, AS A TRADITIONALIST, I REFUSE TO SIT BACK, LIKE MANY OF MY COLLEAGUES, AND ARGUE FOR MORE OF THE SAME, EVEN WHEN IT'S OBVIOUS THAT THINGS ARE CURRENTLY NOT WORKING WELL. AS A TRADITIONALIST, I REFUSE TO QUIETLY ALLOW THE KNIFE WIELDERS TO CUT THE FINANCIAL JUGULAR OF OUR INSTITUTIONS, AND SACRIFICE THE FUTURE OF OUR STATE'S YOUNG ON THE ALTER OF PRESENT EXPEDIENCE. AND, AS A TRADITIONALIST, I REFUSE TO STAND ASIDE WHILE WASTE, MISMANAGEMENT, LACK OF IMAGINATION AND FEAR OF CHANGE ARE ALLOWED TO RUN SOME OF OUR INSTITUTIONS ON A SUICIDAL DRIVE WORTHY OF THE SELF-DELUDED WHO CAN'T LET GO OF DISCREDITED NOTIONS ABOUT THE "GOOD OLD DAYS."

NO, LADIES AND GENTLEMEN, I'M NEITHER POLLYANNA NOR THE AVENGING ANGEL. MY FEET ARE FIRMLY ROOTED IN SOLID EXPERIENCE AND IN A RICH AND PROUD EDUCATIONAL TRADITION. MY HEAD IS CLEAR AS TO THE GLARING NEEDS OF AN EDUCATIONAL SYSTEM SEARCHING FOR AN IDENTITY FROM WITHIN, WHILE SIMULTANEOUSLY ATTACKED FROM WITHOUT FOR HAVING THE GOOD SENSE OF UNDERGOING A HEALTHY EXISTENTIAL CRISIS. MY HEART...MY HEART GOES OUT TO THOSE WHO HAVE BEEN CAUGHT IN THE MIDDLE OF A WAR THAT IS FOREIGN TO THEIR NEEDS AND INTERESTS: THE HARDWORKING, DECENT FACULTY MEMBERS INTENT ON IMPARTING PIECES OF THEMSELVES SO OTHERS MAY FEED OFF THEIR EXPERIENCE AND KNOWLEDGE AND, ABOVE ALL, MY HEART GOES OUT TO THE STUDENTS, THE HUNDREDS OF THOUSANDS OF CALIFORNIANS WHO DAILY EXPLORE THE UNIVERSES WITHIN THEMSELVES, DEVOTING THEIR MOST PRECIOUS RESOURCE, THE TIME THAT IS THEIR LIVES, TO THE PURSUIT OF AN EDUCATION

WHICH TO MOST IS A SYMBOL AND A VEHICLE FOR PERSONAL GROWTH AND SOCIAL PROGRESS.

THINK FOR A MINUTE HOW IT MUST FEEL TO BE A STUDENT OR A FACULTY MEMBER AT OUR COMMUNITY COLLEGES WHEN DAILY YOU ARE SUBJECTED TO A BARRAGE, TO A LITANY OF ILLS, A COMPENDIUM OF NEGATIVITIES WHICH DESCRIBE THE QUALITY OF YOUR LIFE IN OUR COMMUNITY COLLEGES AS MEDIOCRE AT BEST. THIS FROM THE PRESS AND ELECTRONIC MEDIA, ECHOING THE WORDS OF POLITICAL AND EDUCATIONAL LEADERS. THIS EVEN FROM FELLOW FACULTY AND STUDENTS WHO ARE FORTUNATE ENOUGH TO BE ATTENDING OR WORKING AT ONE OF THOSE MAGICAL FOUR-YEAR INSTITUTIONS, WHILE YOU HAPPEN TO BE STUCK AT A SECOND-RATE SCHOOL, GETTING A SECOND-BEST EDUCATION WHICH CONDEMNS YOU TO BECOME A SECOND-CLASS CITIZEN.

BUT ENOUGH, LADIES AND GENTLEMEN, ENOUGH! IT IS TIME TO STOP THE SELF-FLAGELLATION. IT IS TIME TO MATURELY SET UPON OUR TASK AND REALIZE THAT PENITENTIAL CHEST-BEATING IS A CHILDISH SUBSTITUTE FOR POSITIVE ACTION. THE EXERCISE IN EXORCISM WAS NECESSARY, BUT IN BEATING THE DEVIL OUT OF OURSELVES WE MUSTN'T ALSO BEAT THE LIFE OUT OF OURSELVES.

I DO NOT MEAN TO LEAVE THE IMPRESSION THAT THE PROBLEMS OF CALIFORNIA'S COMMUNITY COLLEGES ARE SIMPLY PROBLEMS OF SELF-IMAGE OR MISPERCEPTION. NOT AT ALL! THE QUESTIONING, DENOUNCING, REVISING, ETC. HAVE BEEN UNDERTAKEN BECAUSE THE NEED IS THERE. BUT ENOUGH TIME HAS BEEN SPENT IN REFLECTION AND RECRIMINATION. THE

NOISE AND THE FURY MUST STOP IN ORDER TO GET ON WITH THE WORK OF IMPLEMENTING THE CHANGES WE SEE AS NECESSARY.

AS I TALK WITH MANY OF THE LEADERS AND PEOPLE INVOLVED WITH THIS GREAT EDUCATIONAL ENTERPRISE, I HEAR OF ADVERSITY, DISAPPOINTMENT AND FRUSTRATION. I HEAR OF A COMMUNITY COLLEGE SYSTEM THAT PERCEIVES ITSELF AS UNDER FIRE, MISUNDERSTOOD, AND CAUGHT IN A DOWNWARD SPIRAL. I HEAR OF INADEQUATE AND UNSTABLE FUNDING, DECLINING ENROLLMENTS, SKEPTICISM ABOUT THE QUALITY OF PROGRAMS, AND CONCERNS ABOUT THE COLLEGIATE SKILLS OF STUDENTS BEING SERVED. I HEAR OF A SYSTEM THAT EVERYONE SEEMS TO BE STUDYING AND EVERYONE WANTS TO FIX.

A DECADE AGO, CALIFORNIA'S COMMUNITY COLLEGES WERE THE NATION'S UNDISPUTED LEADERS OF COMMUNITY COLLEGE EDUCATION -- A SYSTEM OF COLLEGES UNPARALLELED IN ACCESS, QUALITY, DIVERSITY, AND SIZE. INCREDIBLE AS IT MAY SEEM, ONE OF EVERY TEN UNDERGRADUATE STUDENTS AND ONE OF EVERY FOUR COMMUNITY COLLEGE STUDENTS IN AMERICA ATTENDED A CALIFORNIA COMMUNITY COLLEGE. OUR COLLEGES WERE THE MODEL TO ALL STATES AND, INDEED, TO MANY NATIONS, IN DEMOCRATIZING HIGHER EDUCATION.

A LOOK AT THE HISTORY AND DEVELOPMENT OF COMMUNITY COLLEGES MAY SERVE TO ENLIGHTEN US AS TO OUR PRESENT SITUATION. IN OUR HISTORY YOU MAY SEE THE SEEDS OF THE PRESENT DEBATE ABOUT THE MISSION OF THE COMMUNITY COLLEGES.

THE CONCEPT AND NAME "JUNIOR COLLEGE" STARTED AT THE UNIVERSITY OF CHICAGO. PRESIDENT WILLIAM RAINEY HARPER IMPLEMENTED AN INTERNAL DIVISION OF THE UNIVERSITY IN 1892. THE DIVISIONS WERE DESIGNATED THE "JUNIOR COLLEGE" AND THE "SENIOR COLLEGE." THE JUNIOR COLLEGE OFFERED WHAT MANY CONSIDERED TO BE THE LAST TWO YEARS OF SECONDARY OR PREPARATORY WORK. THE SENIOR COLLEGE OFFERED WHAT WAS CALLED "PURE UNIVERSITY" WORK.

HARPER WAS OF A MIND WITH THE PRESIDENTS OF UNIVERSITIES SUCH AS MICHIGAN, MINNESOTA AND ILLINOIS, ALL OF WHOM WERE IMPRESSED WITH THE GERMAN UNIVERSITIES OF THE MID-NINETEENTH CENTURY. IN GERMANIZING AMERICAN UNIVERSITIES, THEY ALSO WANTED TO INSTITUTE AN AMERICAN VERSION OF THE GERMAN PREUNIVERSITY PREPARATORY SCHOOL, KNOWN AS THE "GYMNASIUM." THESE FOUNDING FATHERS OF THE COMMUNITY OR JUNIOR COLLEGE WANTED TO PURGE THE UNIVERSITY OF THE FIRST TWO YEARS OF COLLEGE WORK. THEY ALL BELIEVED THAT THE FIRST TWO YEARS OF THE UNIVERSITY BELONGED IN HIGH SCHOOLS, WHERE "PREPARATORY SUBJECTS FOR ADOLESCENT MINDS WOULD FIND ADOLESCENT STUDENTS."

PRESIDENT HARPER TRIED VERY HARD TO CONVINCE HIGH SCHOOLS IN THE CHICAGO AREA THAT THEY SHOULD EXTEND THEIR OFFERINGS TO INCLUDE COLLEGE-LEVEL WORK. FINALLY, IN 1902, JOLIET HIGH SCHOOL DECIDED TO EXPAND AND JOLIET, ILLINOIS, SAW THE ESTABLISHMENT OF WHAT MANY BELIEVE TO BE THE FIRST INDEPENDENT PUBLIC JUNIOR COLLEGE.

MEANWHILE, VIRTUALLY NO UNIVERSITY AMPUTATED ITS FRESHMAN AND SOPHOMORE YEARS, AND THOSE WHO TRIED IT, SUCH AS STANFORD AND JOHNS HOPKINS, HAD TO GIVE UP THE IDEA, NOT FOR ACADEMIC BUT ECONOMIC REASONS. DURING HARD TIMES, THE SCHOOLS NEEDED THE TUITION MONEY COLLECTED FROM FRESHMAN AND SOPHOMORE STUDENTS, OR THE STATE SUBSIDIES IF THEY WERE PUBLIC INSTITUTIONS. ATHLETICS ALSO HAD A LOT TO DO WITH KILLING THE IDEA OF RESTRUCTURING THE UNIVERSITIES: SCHOOLS COULDN'T COMPETE IN INTERCOLLEGIATE SPORTS WITH ONLY HALF THE POOL OF ELIGIBLE STUDENTS.

CALIFORNIA AT THIS TIME HAD NOT ONE BUT TWO WILLIAM RANEY HARPERS. THEY WERE ALEXIS LANGE, DEAN OF THE SCHOOL OF EDUCATION AT U.C. BERKELEY, AND DAVID STARR JORDAN, PRESIDENT OF STANFORD UNIVERSITY. A FORWARD-THINKING CALIFORNIA LEGISLATURE IN 1907 PASSED A LAW THAT ALLOWED HIGH SCHOOLS TO OFFER, AND I QUOTE FROM THE STATUTE: "POST-GRADUATE COURSES OF STUDY...WHICH...SHALL APPROXIMATE THE STUDIES PRESCRIBED IN THE FIRST TWO YEARS OF UNIVERSITY COURSES." BERKELEY AND STANFORD HAD UNSUCCESSFULLY ATTEMPTED TO RESTRUCTURE BY SEPARATING THEIR UPPER AND LOWER DIVISIONS, SO LANGE AND JORDAN TOOK TO PROPAGANDISING; AND IN MAY OF 1910, THE FRESNO BOARD OF EDUCATION ADOPTED A RESOLUTION TO ESTABLISH TWO YEARS OF POST-GRADUATE WORK IN THE HIGH SCHOOL. THE FRESNO BOARD DID SOMETHING MOMENTOUS IN ADDITION TO ESTABLISHING THE FIRST JUNIOR COLLEGE IN CALIFORNIA, THE SECOND IN THE NATION. THE BOARD SLIPPED INTO ITS RESOLUTION THAT "TECHNICAL WORK" SHOULD ALSO BE INCLUDED IN THE POST-GRADUATE CURRICULUM OF FRESNO HIGH SCHOOL.

THIS CRITICAL ADDITION RESULTED IN THE ESTABLISHING OF VOCATIONAL EDUCATION AS PART OF THE JUNIOR COLLEGE CURRICULUM.

THERE WAS NO TUITION, AND FROM THE BEGINNING, SIX-YEAR COURSES AT FRESNO INCLUDED AGRICULTURAL STUDIES AS WELL AS FRESHMAN SUBJECTS. FROM THE BEGINNING ALSO, THERE WAS DIFFICULTY IN FINDING AN APPROPRIATE NAME FOR VOCATIONAL EDUCATION; MR. LANGE BAPTIZED IT "CULMINAL," BUT THIS SOON BECAME "TERMINAL."

BY 1917, CALIFORNIA PUT INTO LAW THE JUNIOR COLLEGE ACT, WHICH OFFICIALLY ADOPTED THE NAME "JUNIOR COLLEGE" AND PROVIDED FINANCIAL SUPPORT FOR JUNIOR COLLEGE DISTRICTS ON THE SAME BASIS AS HIGH SCHOOL DISTRICTS; THE LAW ALSO EXTENDED THE COURSE OF STUDY TO INCLUDE THE "MECHANICAL AND INDUSTRIAL ARTS, HOUSEHOLD ECONOMY, AGRICULTURE, CIVIC EDUCATION AND COMMERCE."

AND HERE WE ARE, SEVENTY-FIVE YEARS AFTER THE ESTABLISHMENT OF THE FIRST CALIFORNIA COMMUNITY COLLEGES, AND HOW DO WE CELEBRATE OUR DIAMOND JUBILEE? BY FIGHTING THE SAME BATTLES THAT WERE FOUGHT GENERATIONS AGO. ARE WE EXTENSIONS OF HIGH SCHOOLS? WE ARE EXTENSIONS OF HIGH SCHOOL INSOFAR AS THE LOWER DIVISIONS OF UNIVERSITIES ARE EXTENSIONS OF HIGH SCHOOL. ARE WE COLLEGIATE INSTITUTIONS? INSOFAR AS THE LOWER DIVISIONS OF UNIVERSITIES ARE COLLEGIATE INSTITUTIONS, WE ARE COLLEGIATE INSTITUTIONS.

WHEN THE GERMANIZING REFORM MOVEMENT OF THE NINETEENTH CENTURY FINALLY CATCHES UP WITH US ALL, AND THE FOUR-YEAR INSTITUTIONS

HAVE ALL TRUNCATED THE FIRST TWO YEARS FROM THEIR ACADEMIC PROGRAMS, THEN WE MAY ALL BECOME POST-GRADUATE HIGH SCHOOLS. IN THE MEANTIME, ALL INSTITUTIONS OF HIGHER LEARNING ARE POST-GRADUATE HIGH SCHOOLS, ALL SERVE A SIMILAR FUNCTION WHICH DIFFERS ONLY IN TIME SPENT AND DEGREE ACQUIRED, AND ALL GO BY THE GENERIC NAME "COLLEGE." A POST-GRADUATE HIGH SCHOOL EDUCATION IS KNOWN AS "POST-SECONDARY EDUCATION."

COMMUNITY COLLEGES ARE CENTERS OF POST-SECONDARY COLLEGIATE EDUCATION. AND I HOPE WE DON'T SPEND THE NEXT SEVENTY-FIVE YEARS ARGUING OVER THIS SILLY POINT.

THE NEXT DEBATABLE ITEM OF OUR MISSION STATEMENT IS: SHOULD WE BE DEGREE-GRANTING INSTITUTIONS OR TRANSFER INSTITUTIONS? THE SIMPLE ANSWER TO THIS ONE IS: YES! WE ARE WHAT WE ARE. IT'S NOT AN EITHER/OR PROPOSITION. WE ARE TRANSFER INSTITUTIONS AND WE ALSO GRANT DEGREES. I FEEL QUITE SURE THAT THIS QUESTION WAS NEVER A PROBLEM BACK IN 1894 WHEN THE JUNIOR COLLEGE OF CHICAGO UNIVERSITY GRANTED ITS FIRST ASSOCIATE OF ARTS DEGREES TO STUDENTS TRANSFERRING TO THE SENIOR COLLEGE. MAYBE WE SHOULD ALSO STOP SEEING THIS AS A PHILOSOPHICAL POINT TO BE MADE. THERE'S MUCH TO DO AND LITTLE TIME TO ARGUE HOW MANY ANGELS CAN DANCE ON THE HEAD OF A PIN. LET'S LEAVE THIS ONE FOR MEDIEVAL SCHOLASTICISM TO ANSWER ON OUR BEHALF.

IT IS CLEAR THAT WE ARE POST-SECONDARY INSTITUTIONS OF COLLEGIATE EDUCATION BUT, OVERALL, OUR GOVERNANCE STRUCTURES HARKEN BACK TO

THE DAYS OF OUR AFFILIATION WITH HIGH SCHOOLS. WE NOW HAVE SEVENTY DISTRICTS RUN BY SUPERINTENDENTS AND GOVERNED BY LOCALLY-ELECTED BOARDS. THE LANGUAGE ITSELF RESONATES WITH MEMORIES OF THE K THROUGH 12 SYSTEM. AND THIS ADDS TO THE PUBLIC'S CONFUSION AND EVEN TO OUR OWN CONFUSION AS TO OUR "RAISON D'ETRE." AT THE STATE LEVEL, WE HAVE AN EMASCULATED BOARD OF GOVERNORS ENDOWED BY THE LEGISLATURE WITH AWESOME RESPONSIBILITIES AND PUNY AUTHORITY. THE STATE BOARD, IN TURN, EXECUTES ITS WILL THROUGH A CHANCELLOR'S OFFICE THAT IS COMPLETELY CONTROLLED AND RUN BY THE STATE'S CIVIL SERVICE BUREAUCRACY WITH ITS ATTENDANT REGULATIONS AND EXPECTATIONS.

I WOULD LIKE TO SEE WHAT KIND OF HIGHER EDUCATION SYSTEMS THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE UNIVERSITY WOULD TURN OUT TO BE IF PRESIDENT GARDNER'S OR CHANCELLOR REYNOLD'S ABILITY TO ADMINISTER EDUCATIONAL AND PERSONNEL POLICY WERE DICTATED BY THE SAME MECHANISMS THAT GOVERN THE GENERAL SERVICES ADMINISTRATION OR THE WATER RESOURCES BOARD. AND YET, THE CHANCELLOR OF THE CALIFORNIA COMMUNITY COLLEGES AND THE BOARD OF GOVERNORS ARE EXPECTED TO SET AND EXECUTE POLICIES FOR 106 INSTITUTIONS OF HIGHER LEARNING WHILE HAMSTRUNG BY THE LEGISLATURE AND THE STATE BUREAUCRACY. GIVE US INSTEAD THE RESPONSIBILITY TO RUN THE GENERAL SERVICES ADMINISTRATION, AND THEN JUDGE US FAIRLY. WE'D PROBABLY DO A DAMNED GOOD JOB!

ASIDE FROM 106 PRESIDENTS, COUNTLESS OTHER DISTRICT CHANCELLORS AND THEIR STAFFS, 70 BOARDS OF TRUSTEES WHO MUST GO THROUGH VERY

POLITICAL ELECTIONS, A LEGISLATURE THAT ACTS LIKE A SUPER SCHOOL BOARD, A BOARD OF GOVERNORS AND A CHANCELLOR'S OFFICE THAT IS PART OF THE CIVIL SERVICE SYSTEM, CALIFORNIA'S COMMUNITY COLLEGES ARE ALSO BLESSED WITH A VERITABLE ARMY OF SPECIAL INTEREST GROUPS, ALL OF WHICH PURPORT TO SPEAK FOR THE MAJORITY OF THE COLLEGES.

IS IT ANY WONDER WE ARE NOT UNDERSTOOD BY THE PUBLIC, OR THOSE WHO GOVERN? HOW ARE THEY EXPECTED TO UNDERSTAND WHEN OUR MESSAGE IS AS CLEAR AS A CACOPHONY IN A MENAGERIE?

LADIES AND GENTLEMEN, AT THE RISK OF BECOMING "PERSONA NON GRATA" TO MOST OF THE SPECIAL INTEREST GROUPS AND THEIR CONSTITUENCIES, I WOULD LIKE TO ENTERTAIN THE NOTION OF A LEANER, LESS WASTEFUL, MORE EFFICIENT ADMINISTRATIVE MACHINE FOR THE COMMUNITY COLLEGE SYSTEM. YES, AND I POINTEDLY USE THE WORD "SYSTEM," A WORD MUCH MALIGNED, AND A SYSTEM OF HIGHER EDUCATION WE MUST BECOME IF WE ARE TO SURVIVE INTO THE MILLENIUM. THE PRESENT HODGEPODGE IS NOT WORKING UNDER THE NEW REALITIES OF THE POST-PROPOSITION 13 AGE. THE PRESENT ARRANGEMENT IS TOO EASY A TARGET FOR ANYONE TO SHOOT AT, EVEN FOR THOSE WHOSE REASONS TO SHOOT AT US MAY BE LESS THAN CONSTRUCTIVE.

THE MILLIONS IN TAXPAYERS' MONEY CURRENTLY USED TO PAY FOR LOBBYISTS TO REPRESENT NARROW INTERESTS OR CAUSES, SHOULD BE USED FOR EDUCATION. ANY MONEY CURRENTLY USED TO FUND OFTEN DUPLICATIVE ADMINISTRATIVE SERVICES, SHOULD BE USED FOR EDUCATION.

EDUCATION, LADIES AND GENTLEMEN, IS THE OPERATIVE TERM AND, IN THE FINAL ANALYSIS, THE MISSION OF THE COMMUNITY COLLEGES. I PROPOSE THAT WE FUND THE MISSION BETTER, AND IT CAN BE DONE THROUGH A BETTER ALLOCATION OF SCARCE RESOURCES.

I HAVE BEEN ASKED OVER AND OVER, AM I A CENTRALIST? DO I BELIEVE IN LOCAL CONTROL? WHERE DO I STAND? I SAY TO YOU NOW, IF YOU WANT TO KNOW WHERE I STAND, IT IS VERY CLEAR -- I AM A FEDERALIST.

ALEXANDER HAMILTON I MAY NOT BE, BUT AS I LOOK AT THE PROBLEMS OF THE COMMUNITY COLLEGES AFTER TWO MONTHS AS CHANCELLOR, WHAT I SEE IS THE BICKERING, THE ARGUING, AND THE DOMESTIC LACK OF CONTROL THAT WE SAW UNDER THE ARTICLES OF CONFEDERATION. IT IS TIME TO FASHION A GOVERNANCE DOCUMENT THAT WILL INSURE JUSTICE, INSTITUTE DOMESTIC TRANQUILITY, PROVIDE FOR THE COMMON DEFENSE AND PROMOTE THE GENERAL WELFARE. AND IT IS ABSOLUTELY ESSENTIAL THAT WE BEGIN TO MOVE IN THAT DIRECTION AT A TIME WHEN WE HAVE SO MANY PEOPLE HOLDING US UNDER A MICROSCOPE.

I BELIEVE THAT STATE GOVERNMENT SHOULD PRY US LOSE FROM ITS PATERNAL EMBRACE. THE BOARD OF GOVERNORS AND THE CHANCELLERY WISH TO DO THE JOB WHICH MOST OF OUR CRITICS CONTEND WE ARE NOT CURRENTLY DOING. THE STATE SHOULD RETAIN PLENARY CONTROL, DECIDING THE BROAD MISSION OF COMMUNITY COLLEGES, EXPRESSING BROAD EXPECTATIONS TO THE SYSTEM, INDICATING GENERALLY HOW THE SYSTEM SHOULD

INTERACT WITH THE OTHER SEGMENTS OF EDUCATION, DETERMINING THE BROAD FINANCE MECHANISM FOR THE SYSTEM, AND APPROPRIATING REVENUES TO THE SYSTEM.

THE COMMUNITY COLLEGE SYSTEM SHOULD BE ONE OF SHARED GOVERNANCE. THE BOARD OF GOVERNORS' PRIMARY ROLE SHOULD BE TO PROVIDE LEADERSHIP, DIRECTION AND OVERSIGHT FOR THE SYSTEM AND TO REPRESENT THE SYSTEM TO THE STATE. THE COLLEGES SHOULD OPERATE THEMSELVES THROUGH THE OVERSIGHT OF DISTRICTS OR REGIONS AND BE PRIMARILY RESPONSIBLE TO THEIR COMMUNITIES AND TO THE BOARD OF GOVERNORS FOR IMPLEMENTING THEIR MISSION AND GOVERNANCE, WHILE PROVIDING EXCELLENCE AND ACCOUNTABILITY.

I HAVE HEARD DEBATES AS TO WHO SHOULD CONTROL WHAT AT THE LOCAL LEVEL. IS IT GOING TO BE THE FACULTY VERSUS THE ADMINISTRATION? I PROPOSE THAT, BY AS EARLY AS 1987, EACH COLLEGE SHALL HAVE DEVISED A GOVERNANCE CHARTER WHICH OUTLINES THE PARTICIPATION OF FACULTY AND STUDENTS IN THE GOVERNANCE OF THE INSTITUTION. I KNOW THAT MANY COLLEGES CURRENTLY HAVE A COLLEGIAL GOVERNANCE CHARTER. BUT ALL SHOULD!

I WOULD START WITH DECLARING TENURE TO EXIST IN A DEPARTMENT AND NOT IN THE COLLEGE. ALSO, LET'S LENGTHEN THE PERIOD ONE MUST WAIT TO GET TENURE. I'M NOT GOING TO SAY WHETHER IT SHOULD BE FOUR, FIVE, SIX OR EIGHT YEARS. BUT IT IS CURRENTLY NOT REFLECTIVE OF INSTITUTIONS OF HIGHER LEARNING THROUGHOUT THE STATE AND THE COUNTRY.

THE FACULTY SHOULD CONDUCT THE SEARCHES FOR THE HIRING OF NEW FACULTY, FULL- or PART-TIME, AND SHOULD MAKE THE RECOMMENDATIONS ON PERSONNEL TO THE PRESIDENT. THE FACULTY SHOULD ALSO CONDUCT PEER-REVIEW EVALUATIONS OF COLLEAGUES FROM THE VERY BEGINNING. FURTHERMORE, IT IS THROUGH THE PEER REVIEW PROCESS THAT THE FACULTY SHOULD MAKE RECOMMENDATIONS FOR TENURE TO THE ADMINISTRATION.

THE FACULTY SHOULD BE RANKED -- INSTRUCTOR, ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR, PROFESSOR -- WITH THE RANKS TIED TO SALARIES. PROMOTION WOULD OCCUR AFTER A PEER REVIEW PROCESS, THUS INSURING PERIODIC EVALUATION OF EVEN TENURED FACULTY.

I AM ALSO CALLING FOR THE ABOLITION OF THE CURRENT COURSE-SPECIFIC CREDENTIAL SYSTEM. FORTY-NINE OTHER STATES GAVE IT UP A LONG TIME AGO, AND WE ARE STILL FUNCTIONING UNDER A K-12 SYSTEM OF CREDENTIALS. IN ITS PLACE, I WOULD EMPOWER THE BOARD OF GOVERNORS TO ISSUE BROAD GUIDELINES THAT WOULD OUTLINE WHAT QUALIFICATIONS ARE NECESSARY FOR THE FACULTY TO POSSESS, AND THIS WOULD BE ADMINISTERED AT THE LOCAL LEVEL BY COLLEGE DEPARTMENTS AND ACADEMIC SENATES.

NEXT, I WOULD CALL FOR THE CREATION UNDER LOCAL GOVERNANCE CHARTERS OF DEPARTMENTAL AND COLLEGE-WIDE CURRICULUM COMMITTEES, WHICH WOULD PROPOSE, INITIATE AND DESIGN ALL NEW COURSES AND NEW DEGREE PROGRAMS TO BE VOTED UPON BY THE SENATES, RECOMMEND THEM

TO THE PRESIDENTS, AND THROUGH THE PRESIDENTS TO THE REGIONAL TRUSTEES AND THE BOARD OF GOVERNORS.

COLLEGES SHOULD ESTABLISH COMMITTEES ON ACADEMIC QUALITY AND CONDUCT INSTITUTIONAL RESEARCH ON STUDENT OUTCOMES. SOME ALREADY DO THIS, BUT EVERY COLLEGE IN THE STATE SHOULD BE DOING IT. AFTER THE RESEARCH, I PROPOSE THAT THE FACULTY DEVISE CURRICULAR REVISIONS BASED ON THE RESEARCH. IT'S TIME TO BE VERY HONEST ABOUT WHERE WE ARE AND WHAT WE DO, AND ABOUT WHAT WE DO WELL AND NOT SO WELL. THE RESULTS OF INSTITUTIONAL RESEARCH SHOULD BE DISTRIBUTED COLLEGE-WIDE FOR EVERYONE TO SEE, NO SECRETS.

BESIDES THE PROFESSIONALIZATION OF OUR FACULTY, WE IN THE COMMUNITY COLLEGES SHOULD ENCOURAGE A FOCUS ON INSTITUTIONAL QUALITY IN THE SAME WAY THAT THE K-12 SYSTEM IS DOING ALL OVER THE UNITED STATES.

IT IS FOR THIS REASON THAT I WILL RECOMMEND TO THE BOARD OF GOVERNORS THAT IT RAISE THE MINIMUM ACADEMIC STANDARDS THAT CURRENTLY GOVERN ACADEMIC PROBATION AND DISMISSAL FROM OUR COLLEGES. AS IT NOW STANDS, MANY OF THE COLLEGES HAVE HIGHER LOCAL PROBATION AND DISMISSAL STANDARDS THAN THE ONES PROMULGATED BY THE BOARD. I WILL PROPOSE THAT THE BOARD'S PROBATION STANDARD BE RAISED FROM THE CURRENT 1.75 GRADE POINT AVERAGE TO ANYTHING BELOW A 2.0 G.P.A.

ACCESS AND OPPORTUNITY ARE AND WILL CONTINUE TO BE OUR DRIVING FORCE AND OUR BASIC PHILOSOPHY. WE WILL NOT IMPOSE ADMISSION BARRIERS TO THOSE WHO MAY PROFIT FROM EDUCATION. ALL SHOULD BE ASSESSED UPON ADMISSION THROUGH A BATTERY OF PLACEMENT TESTS THAT WILL NOT BE USED IN ANY WAY TO PREVENT ACCESS TO PROSPECTIVE STUDENTS. THESE PLACEMENT TESTS SHOULD BE DESIGNED TO HELP THE COLLEGES DETERMINE HOW BEST TO HELP THE STUDENTS TO COMPENSATE FOR ANY LINGUISTIC OR COMPUTATIONAL DEFICIENCY THE STUDENT MAY BRING INTO THE INSTITUTION.

ON THE SUBJECT OF BASIC SKILLS PLACEMENT TESTS, I PROPOSE THAT WE EMPOWER A PANEL OF COMMUNITY COLLEGE CHIEF EXECUTIVE OFFICERS, CHIEF ACADEMIC OFFICERS AND FACULTY MEMBERS TO INVITE A PRIVATE TESTING OUTFIT, AND TOGETHER RESEARCH AND DEVELOP A BATTERY OF PLACEMENT TESTS WHICH WOULD THEN BE ADMINISTERED BY ALL THE COMMUNITY COLLEGES THROUGHOUT THE STATE TO THEIR STUDENTS. STATEWIDE PLACEMENT TESTS WOULD INTRODUCE A MEASURE OF FAIRNESS WHICH IS NOW ABSENT. IT WOULD ALSO ELIMINATE SOME "HOME-MADE" TESTS CURRENTLY IN USE AT A FEW CAMPUSES WHICH ARE LESS THAN ADEQUATE ASSESSMENT VEHICLES.

IN THE OCTOBER 1985 REPORT ENTITLED, "CALIFORNIA HIGHER EDUCATION: THE CHALLENGE OF THE TWENTY-FIRST CENTURY," A REPORT WHICH REVIEWS THE MASTER PLAN FOR HIGHER EDUCATION, ASSEMBLYMAN TOM HAYDEN, CHAIR OF THE ASSEMBLY SUBCOMMITTEE ON HIGHER EDUCATION, MAKES THE OBSERVATION THAT JUST AS THE ORIGINAL MASTER PLAN MADE

A PRIORITY OF DIFFERENTIATING BETWEEN THE FUNCTIONS OF EACH SEGMENT OF HIGHER EDUCATION, AND SEPARATING THESE ENTITIES FROM K-12, IT IS NOW A PRIORITY TO BRING ALL LEVELS OF CALIFORNIA EDUCATION TOGETHER IN PARTNERSHIP AND COLLABORATION.

IT IS IN THE SPIRIT OF THIS PERCEIVED NEED THAT I MAKE MY NEXT RECOMMENDATION. SINCE K-12 IS UNDERGOING A MAJOR REASSESSMENT OF THE SYSTEM, LOOKING FOR WAYS TO IMPROVE THE OUTCOMES OF STUDENTS, I PROPOSE A JOINT PROGRAM AND PARTNERSHIP THAT GOES BEYOND CURRENT ARTICULATION APPROACHES. WE NOW HAVE ESTABLISHED BETWEEN CERTAIN COMMUNITY COLLEGES AND HIGH SCHOOLS A VOCATIONAL EDUCATION PROGRAM WHICH PLACES HIGH SCHOOL JUNIORS IN A CONTINUING MODE WHICH TAKES THEM THROUGH THE SECOND YEAR OF A COMMUNITY COLLEGE EDUCATION. THE PROGRAM IS CALLED 2+2 AND IS AN ATTEMPT AT COMBINING THE LAST TWO YEARS OF HIGH SCHOOL WITH THE TWO YEARS OF COMMUNITY COLLEGE TRAINING TO MAKE THIS A FOUR-YEAR VOCATIONAL EDUCATION PROGRAM. USING THIS AS A POINT OF DEPARTURE, LET ME PROPOSE THE FOLLOWING: SINCE OVER 80 PERCENT OF THE HIGH SCHOOL GRADUATES WHO APPLY FOR COMMUNITY COLLEGE ADMISSION ARE FOUND TO BE IN NEED OF SOME FORM OF REMEDIATION, I MAINTAIN THAT IT IS NOT NECESSARY TO WAIT FOR THESE STUDENTS TO COME TO US. THEY ARE EASILY IDENTIFIABLE AND RESIDE AT OUR LOCAL HIGH SCHOOLS. MY THOUGHT IS THAT WE SHOULD ADMINISTER OUR STATEWIDE BATTERY OF BASIC SKILLS PLACEMENT TESTS TO ALL ELEVENTH GRADERS AT THE END OF THEIR THIRD YEAR OF HIGH SCHOOL. ALL WHO ARE ASSESSED AS BEING IN NEED OF VERBAL OR MATHEMATICAL REMEDIATION AT LEVELS

BELOW THE TENTH GRADE WOULD THEN BE ASSIGNED TO ATTEND A "PRECOLLEGIATE INSTITUTE" AT THE LOCAL COMMUNITY COLLEGE DURING THEIR SENIOR YEAR OF HIGH SCHOOL. THE "PRECOLLEIGATE INSTITUTES" AT THE COMMUNITY COLLEGES WOULD RECEIVE THESE TWELFTH GRADE STUDENTS AFTER THE STUDENTS' REGULAR HIGH SCHOOL CLASSES HAVE ENDED FOR THE DAY. WHATEVER COMPENSATORY EDUCATION IS NEEDED BY THE STUDENT WOULD BE TAUGHT BY A COMBINATION OF HIGH SCHOOL AND COLLEGE FACULTY, AND THE COURSES WOULD BE IN A NONCREDIT MODE.

THIS 12+ CONCEPT WOULD ATTACK THE PROBLEM OF REMEDIATION EARLIER ON, INTRODUCE HIGH SCHOOL STUDENTS TO A COLLEGE ENVIRONMENT WITHOUT THE USUAL ATTENDANT ANXIETY, PROVIDE AN EMPLOYMENT OPPORTUNITY FOR BOTH HIGH SCHOOL AND COMMUNITY COLLEGE FACULTY TO WORK COLLEGIALLY, EXTEND THE HOURS OF CLASSROOM INSTRUCTION FOR MOST HIGH SCHOOL SENIORS AT A CRITICAL TIME IN THEIR EDUCATIONAL DEVELOPMENT, AND EXPOSE THE COMMUNITY COLLEGES TO PROSPECTIVE STUDENTS WHO MIGHT OTHERWISE NOT BE AWARE OF THEIR FACILITIES AND ACADEMIC OFFERINGS. COUNSELING, BOTH AT THE HIGH SCHOOLS AND THE COLLEGES, WOULD BE AN INTEGRAL PART OF THE INSTITUTES' ABILITY TO DELIVER. AT THE END OF THE PRESCRIBED COURSES, STUDENTS WOULD BE RE-TESTED AND THOSE ACHIEVING TENTH-GRADE LEVELS OR BETTER WOULD BE COUNSELED INTO TAKING A MIXED PROGRAM OF WHATEVER ADDITIONAL REMEDIAL COURSES ARE STILL REQUIRED AND APPROPRIATE CREDIT-BEARING COLLEGE LEVELS COURSES, BECOMING REGULAR COMMUNITY COLLEGE STUDENTS. THOSE IN NEED OF FURTHER HELP TO BRING THEIR SKILLS UP TO REQUIRED LEVELS WOULD CONTINUE TO RECEIVE THAT HELP AT THE "PRECOLLEGIATE INSTITUTES."

THIS, THEN, WITHOUT TOO MUCH ELABORATION, IS WHAT I PLAN TO PROPOSE TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION SO THAT IT MAY BE IMPLEMENTED AS A PILOT PROGRAM AT A FEW OF OUR COMMUNITY COLLEGE DISTRICTS IF, OF COURSE, IT IS THOUGHT OF BY ALL THE PARTIES AS AN APPROPRIATE IDEA WORTH IMPLEMENTING. IN THE EVENT THE CONCEPT IS REFINED AND APPROVED, I WILL RECOMMEND TO THE BOARD OF GOVERNORS THAT A BUDGET CHANGE PROPOSAL BE SUBMITTED FOR THE 1987 FISCAL YEAR SO AS TO FUND THIS PILOT PROGRAM AND ITS THOROUGH EVALUATION.

WE AT THE COMMUNITY COLLEGES HAVE MADE THE COMMITMENT TO GIVE PEOPLE WHO CAN BENEFIT FROM INSTRUCTION AN EXTRA PUSH, A SECOND AND EVEN A THIRD CHANCE, BRING THEM INTO THE COLLEGES, ASSESS THEM CAREFULLY, PLACE THEM IN THE CORRECT COURSES, MAKE CERTAIN THAT THEY HAVE A PAIR OF SHOES IF THEY ARE ACADEMICALLY BAREFOOTED IN TERMS OF SKILLS, AND THEN GIVE THEM AN OPPORTUNITY TO RUN THE RACE.

WE SHOULD FOREVER BANISH FROM OUR LANGUAGE THE PHRASE "STUDENTS HAVE A RIGHT TO FAIL." THIS IS AN ABDICATION OF OUR RESPONSIBILITY AS EDUCATORS. WE MUST AND WILL ENDEAVOR TO FULFILL OUR PROFESSIONAL COMMITMENT, WHICH IS BASED ON THE NOTION THAT "STUDENTS HAVE THE RIGHT TO SUCCEED."

BUT STUDENTS ALSO HAVE THE RESPONSIBILITY TO PERFORM AND ACHIEVE THE LEVELS OF EDUCATIONAL COMMITMENT WE REQUIRE OF THEM. THEY WILL BE GIVEN EVERY OPPORTUNITY TO SUCCEED. BUT WHEN THEY DO NOT

MEET THE STANDARDS WE SET, THEY WILL NOT BE RETAINED. WE WILL NOT BECOME EDUCATIONAL PARKING LOTS FOR ANYBODY.

OUR COLLEGES AWARD TWO TYPES OF DEGREES: THE ASSOCIATE OF ARTS AND THE ASSOCIATE OF SCIENCE. UNLIKE A MULTITUDE OF COMMUNITY COLLEGES THROUGHOUT THE NATION, WE IN CALIFORNIA DO NOT OFFER THE ASSOCIATE OF APPLIED SCIENCE DEGREE. A COMMITTEE HAS BEEN STUDYING THE IMPLEMENTATION OF SUCH A DEGREE IN THIS STATE AND THE CONCLUSION IT REACHED IS THAT WE DON'T WANT THE A.A.S. DEGREE IN CALIFORNIA BECAUSE IT IS A SECOND-CLASS DEGREE. IT HAS BEEN SAID THAT I WILL OPPOSE THE RECOMMENDATION BECAUSE MY POSITION AS CHAIRMAN OF THE BOARD OF DIRECTORS OF THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES REQUIRES THAT I BE IN FAVOR OF THE A.A.S.

LADIES AND GENTLEMEN, I AM IN FAVOR OF THE A.A.S. DEGREE -- NOT AS AN IDEOLOGUE, BUT AS AN EXPERIENCED EDUCATOR AND FORMER COLLEGE PRESIDENT WHO HAS SEEN A BETTER THAN SEVENTY PERCENT TRANSFER RATE AMONG THOSE WHO GRAUDATED WITH AN A.A.S. DEGREE. I AM ONLY INTERESTED IN THAT COMMUNITY COLLEGES WHO WANT TO INSTITUTE SUCH A DEGREE BE ALLOWED TO ESTABLISH IT. I'M NOT INTERESTED IN IMPOSING IT ON ANYONE, UNLIKE THE IDEOLOGUES WHO SEEM DETERMINED TO PREVENT ANYONE FROM OFFERING THE DEGREE BECAUSE OF THEIR PRECONCEIVED NOTION THAT IT IS A SECOND-CLASS DEGREE. I DON'T KNOW WHAT THEY ARE TALKING ABOUT AND, PROBABLY, NEITHER DO THEY.

TALKING OF TRANSFER RATES, OURS IN CALIFORNIA ARE ABSOLUTELY ABYSMAL. I'M SURE WE CAN COME UP WITH ALL SORTS OF LEGITIMATE EXCUSES AS TO HOW UC OR CSU KEEP CHANGING THE RULES ON US. BUT, BEYOND THE EXCUSES, THE FACT REMAINS THAT WE HAVE ONE OF THE LOWEST COMMUNITY TO SENIOR COLLEGE TRANSFER RATES IN THE COUNTRY. AND OUR FIGURES FOR THE NUMBER OF DEGREES AWARDED, BESIDES BEING UNRELIABLE, ARE THOUGHT TO BE EVEN MORE DISMAL THAN OUR TRANSFER RATES. WE ARE UNDERGOING A CRISIS OF MAJOR PROPORTIONS.

ALTHOUGH I DON'T HAVE MUCH TIME FOR DEVELOPING A THESIS ON THE PROBLEM AT THIS FORUM, I WANT TO SUGGEST THAT THE POOR ACADEMIC OUTCOMES OF OUR STUDENT BODY ARE DIRECTLY RELATED TO THE MARKED DECLINE IN LIBERAL ARTS REQUIREMENTS AT OUR COLLEGES, AND ESPECIALLY THE ALMOST ELIMINATION OF THE HUMANITIES FROM THE CURRICULUM.

A LIBERAL ARTS OR GENERAL EDUCATION MAY BE VIEWED AS THE INTRODUCTION OF OUR STUDENTS INTO A VARIETY OF WAYS IN WHICH HUMANS HAVE FOUND IT APPROPRIATE, USEFUL, AND PROFITABLE TO ORGANIZE AND STRUCTURE THEIR EXPERIENCE OF THE WORLD AND UNDERSTAND THEIR OWN PLACE WITHIN IT. WHAT THIS EDUCATION AIMS AT IS THE UNDERSTANDING OF EXPERIENCE IN MANY DIFFERENT WAYS, WAYS THAT, THROUGH THE YEARS, HAVE ACQUIRED DISTINCTIVE EXPRESSIONS, VOCABULARIES, CRITERIA OF ASSESSMENT AND MODES OF REASONING, AND THAT, WITHIN ACADEMIA, HAVE COME TO BE SPOKEN OF AS "DISCIPLINES OF KNOWLEDGE": SCIENCE, ARTS, MUSIC, PHILOSOPHY, HISTORY, MATHEMATICS, ETC.

GIVEN THIS CHARACTERIZATION OF WHAT IT IS TO BE LIBERALLY EDUCATED, IT WOULD SEEM THAT THE JUSTIFICATION FOR LIBERAL STUDIES IS CARRIED ON ITS FACE. BUT WHAT OF THE HUMANITIES WITHIN THE COLLEGE CURRICULUM?

WE SHOULD PROCEED TO FASHION OUR EDUCATIONAL POLICY CONCERNING THE HUMANITIES AND THEIR PLACE WITHIN THE CURRICULUM ONLY WITHIN THE CONTEXT OF A LIBERAL OR GENERAL PROGRAM OF EDUCATION.

SINCE MY PROPOSALS CONCERNING HUMANITIES STUDIES WITHIN OUR COMMUNITY COLLEGES WILL INVOLVE THE ASSUMPTION OF SOME BACKGROUND OF LIBERAL EDUCATION, LET ME INDICATE WHAT I THINK APPROPRIATE IN TERMS OF EACH ASSOCIATE DEGREE: FOR THE ASSOCIATE OF ARTS DEGREE, I RECOMMEND THAT A MINIMUM OF 40 SEMESTER-HOUR UNITS BE REQUIRED IN THE LIBERAL ARTS; FOR THE ASSOCIATE OF SCIENCE DEGREE, A MINIMUM OF 30 SEMESTER-HOUR UNITS IN THE LIBERAL ARTS; FOR THE ASSOCIATE OF APPLIED SCIENCE DEGREE, A MINIMUM OF 25 SEMESTER-HOUR UNITS IN LIBERAL ARTS.

IN RECENT YEARS, AS THE STUDY OF THE HUMANITIES HAS HAD TO VIE FOR ITS PLACE WITHIN THE COLLEGE CURRICULUM WITH OTHER STUDIES THAT HAVE CLEAR UTILITARIAN VALUE, IT HAS BECOME FASHIONABLE TO OFFER JUSTIFICATIONS FOR THE HUMANITIES THAT PUT THEM ON THE SAME LOGICAL FOOTING AS THOSE STUDIES WHICH HAVE DISPLACED THEM. AND SO WE FIND IN THE LITERATURE DEFENSES OF THE HUMANITIES IN TERMS

OF THEIR GOOD EFFECTS: THE PREPARATION OF RESPONSIBLE CITIZENSHIP; THE BENEFIT TO SOCIETY OF HAVING MEMBERS SCHOOLED AND CONVERSANT WITH THE VALUES THAT HAVE INSPIRED OUR PARTICULAR WAY OF GOVERNING OURSELVES; AN INCREASE IN THE EFFECTIVENESS AND RANGE OF OUR COMMUNICATION WITH ONE ANOTHER, ETC.

STUDY OF THE HUMANITIES MAY, INDEED, BE INSTRUMENTAL TO THESE ENDS. BUT, I WOULD ARGUE, IF THE STUDY OF THE HUMANITIES IS NOT TO BE TRIVIALIZED, WE MUST SEE IT AS THAT WHICH ALLOWS US NOT ONLY TO ACHIEVE THE ENDS THEY CONDUCE TO, BUT TO ASSESS THESE ENDS AS WELL. THE VIEW THAT OUR COMMUNITY COLLEGE STUDENTS, BECAUSE THEY ARE EMBARKED ON PROGRAMS OF VOCATIONAL STUDY THAT WILL PROVIDE THEM WITH SKILLS THAT WILL HAVE ALMOST IMMEDIATE COMMERCIAL TRANSLATION, NEED NOT, FOR THAT REASON, STUDY THE HUMANITIES, IS A VIEW THAT SHOULD DISTURB US ALL.

THERE IS, OF COURSE, NOTHING ILLEGITIMATE ABOUT OUR STUDENTS' CONCERN TO ACQUIRE THE SKILLS THAT WILL ASSURE THEM THE MEANS OF SELF-SUPPORT. NOR IS THERE ANYTHING ILLEGITIMATE IN OUR OFFERING THOSE SKILLS WITHIN THE CONTEXT OF A COLLEGE EDUCATION. HOWEVER, TO REGARD THE VOCATIONAL TRAINING OF OUR COMMUNITY COLLEGE STUDENTS AS PRIMARY AND THEIR HUMANISTIC EDUCATION AS ORNAMENTAL IS TO SABOTAGE THE PURPOSE OF EDUCATION: IT IS TO TURN OUT SUCCESSFUL, EFFICIENT FUNCTIONARIES AND, IN SO DOING, TREAT OUR STUDENTS AS IF THEIR PLACE IN THIS WORLD IS NOT WORTH THEIR THINKING ABOUT.

STUDY IN THE HUMANITIES SHOULD BE PART OF EVERY DEGREE PROGRAM OFFERED BY OUR COMMUNITY COLLEGES, WHETHER THE DEGREE IS IN THE SCIENCES, BUSINESS, ALLIED HEALTH, PHYSICAL THERAPY, SECRETARIAL SCIENCE, OR COMPUTER TECHNOLOGY. ALL ASSOCIATE DEGREE PROGRAMS SHOULD HAVE, AS PART OF WHAT MAKES IT A "COLLEGE" PROGRAM, EXPOSURE TO THE HUMANITIES -- DEFINED AS CONSISTING OF THOSE COURSES THAT INVITE REFLECTION ON AND ASSESSMENT OF THOSE HUMAN ACTIVITIES THAT REPRESENT ATTEMPTS TO MAKE SENSE OF OUR LIVES, SUCH AS HISTORY, LITERATURE, PHILOSOPHY, THE STUDY OF LANGUAGE AND CULTURE, ART AND MUSCI APPRECIATION.

HUMANITIES COURSES SHOULD BE PART OF EVERY COMMUNITY COLLEGE DEGREE PROGRAM AS A REQUIREMENT FOR THAT DEGREE. THEIR STATUS AS REQUIREMENTS WILL ANNOUNCE TO THE COLLEGE COMMUNITY THAT WHAT IS TAUGHT IN THESE COURSES IS WORTHWHILE AND TO BE TAKEN SERIOUSLY.

WHILE AFFIRMING OUR COMMITMENT TO VOCATIONAL PREPARATION OF OUR COMMUNITY COLLEGE STUDENTS, THESE PROGRAMS SHOULD BE THOSE THAT CAN BE MANAGED CONSISTENTLY WITH OUR ACADEMIC CHARGE OF GRADUATING OR PASSING ON STUDENTS WHO ARE EDUCATED AS WELL AS TRAINED.

GIVEN THAT THERE IS NOTHING SACROSANCT IN THE TWO-YEAR COURSE OF STUDY, AND GIVEN THAT CERTAIN VOCATIONAL PURSUITS DEMAND OF OUR STUDENTS MORE TIME THAN IS CONSISTENT WITH THEIR RECEIVING A LIBERAL EDUCATION WITHIN TWO YEARS OF COLLEGE WORK, WE MAY HAVE TO CONSIDER FASHIONING VARIOUS THREE-YEAR PROGRAMS OF STUDY FOR THE ASSOCIATE DEGREE SUCH THAT OUR STUDENTS MAY BE GRADUATED, OR

GET A BETTER CHANCE TO TRANSFER, AND ARE BOTH SKILLED AND EDUCATED WITHOUT BEING UNREASONABLY BURDENED.

LADIES AND GENTLEMEN, THIS IS MY PERSONAL VISION OF THE DIRECTION WE MUST EMBARK UPON. I INVITE COMMENT, I INVITE DEBATE, I INVITE CONSULTATION. BUT I WILL NOT ACCEPT THE STATUS QUO.

I HAVE SIMPLY SKIMMED OFF THE TOP OF A FEW VERY BASIC IDEAS WHICH I BELIEVE MUST BE GIVEN LIFE IF THE COMMUNITY COLLEGES IN CALIFORNIA ARE TO SURVIVE THE TRANSITION INTO THE NEW MILLENIUM AS RESPECTED COLLEGIATE INSTITUTIONS, ABLE TO PRODUCE THE SKILLED AND EDUCATED MEN AND WOMEN WHO MUST FACE THE FUTURE WITHOUT THE FEAR OF FEELING INADEQUATE TO CONFRONT ITS CHALLENGES.

AT PRESENT, COMMUNITY COLLEGES IN OUR STATE ARE GOING THROUGH A PERIOD OF AMBIGUITY. EACH COLLEGE KNOWS IT CANNOT SURVIVE ALONE, BUT IN ATTEMPTING TO COME TOGETHER AS A SYSTEM, THE COLLEGES IMMEDIATELY START TO EXHIBIT SOME OF THE FEARS WHICH HAVE KEPT THEM APART IN THE PAST.

OUR DILEMMA IS BEST ILLUSTRATED BY A STORY WRITTEN BY SCHOPENHAUER, THE 19TH CENTURY GERMAN PHILOSOPHER OF PESSIMISM:

"A COMPANY OF PORCUPINES CROWDED THEMSELVES VERY CLOSE TOGETHER ONE COLD WINTER'S DAY SO AS TO PROFIT BY ONE ANOTHER'S WARMTH AND SO, SAVE THEMSELVES FROM BEING FROZEN TO DEATH. BUT SOON THEY FELT ONE ANOTHER'S QUILLS, WHICH INDUCED THEM TO SEPARATE AGAIN.

THEY WERE DRIVEN BACKWARDS AND FORWARDS FROM ONE TROUBLE TO THE OTHER, UNTIL THEY HAD DISCOVERED A MEAN DISTANCE AT WHICH THEY COULD MOST TOLERABLY EXIST."

THIS IS A PARABLE ILLUSTRATING OUR PAST AND PRESENT ATTEMPTS AT COEXISTENCE. SHOULD WE SHED OUR QUILLS, WE MAY FIND THAT EACH OTHER'S WARMTH IS FAR MORE COMFORTING THAN THE COVERING OF NEEDLES WE'VE BECOME SO USED TO.

I AM COMMITTED TO HELP FASHION A FIRST-RATE COMMUNITY COLLEGE SYSTEM FOR CALIFORNIA'S PEOPLE. AND I KNOW THAT CALIFORNIA'S COMMUNITY COLLEGES WILL ONCE AGAIN RISE TO THE OCCASION AND BECOME BEACONS OF EDUCATIONAL EXCELLENCE WITH OPPORTUNITY LEADING THE WAY FOR THE REST OF THE COUNTRY. WE'RE ALREADY THE BIGGEST, WHY NOT ALSO THE BEST?

THANK YOU FOR HAVING ME HERE TODAY.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
JAN 17 1986